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ABSTRACT

The implementation of individual adult-child conferences to increase independent reading is described. Implementation procedures evolved from research experience with elementary school children over a 3-year period. The results of three studies involving two inner-city elementary schools are briefly summarized, indicating the value of systematically conducted individual conferences. The units within the monograph are prefaced by a statement of learning objectives and followed by questions and exercises. Thus, the format lends itself to teacher training. Main topics covered are (1) behaviors indicative of motivation, (2) implementation of the conferences, (3) preconference planning, and (4) inservice preparation. Examples of illustrative conferences are provided. An appendix lists books used in one elementary project. Also included are the Newbery Medal winners. (WB)

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PRACTICAL PAPER NO. 8

THE INDIVIDUAL CONFERENCE - A MOTIVATIONAL DEVICE FOR INCREASING INDEPENDENT READING IN THE ELEMENTARY GRADES

REPORT FROM THE PROJECT ON SITUATIONAL VARIABLES AND EFFICIENCY OF CONCEPT LEARNING

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THE UNIVERSITY OF WISCONSIN
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Practical Paper No. 8

THE INDIVIDUAL CONFERENCE—A MOTIVATIONAL DEVICE FOR INCREASING INDEPENDENT READING IN THE ELEMENTARY GRADES

by
Juanita S. Sorenson, Elizabeth A. Schwenn, and Herbert J. Klausmeier

Report from the Project on Situational Variables
and Efficiency of Concept Learning
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Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
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The Wisconsin Research and Development Center for Cognitive Learning focuses on contributing to a better understanding of cognitive learning by children and youth and to the improvement of related educational practices. The strategy for research and development is comprehensive. It includes basic research to generate new knowledge about the conditions and processes of learning and about the processes of instruction, and the subsequent development of research-based instructional materials, many of which are designed for use by teachers and others for use by students. These materials are tested and refined in school settings. Throughout these operations behavioral scientists, curriculum experts, academic scholars, and school people interact, insuring that the results of Center activities are based soundly on knowledge of subject matter and cognitive learning and that they are applied to the improvement of educational practice.

This Practical Paper is from the Situational Variables and Efficiency of Concept Learning Project in Program 1. General objectives of the Program are to generate new knowledge about concept learning and cognitive skills, to synthesize existing knowledge, and to develop educational materials suggested by the prior activities. Contributing to these Program objectives, the Concept Learning Project has the following five objectives: to identify the conditions that facilitate concept learning in the school setting and to describe their management, to develop and validate a schema for evaluating the student's level of concept understanding, to develop and validate a model of cognitive processes in concept learning, to generate knowledge concerning the semantic components of concept learning, and to identify conditions associated with motivation for school learning and to describe their management.

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During 1967-68, a second pilot study was conducted at Franklin School, Madison, and appreciation is expressed to the Franklin principal, teachers, Unit Leaders, and others who participated in the project and to Peter Lamal, a graduate student who cooperated in the project.

TO THE READER

Much information related to motivation is contained in this paper. In order to facilitate your initial learning and later use of this information, the following strategy is suggested. Preceding each section of the paper are statements of the key concepts to be found in that section. The statements of concepts are presented in behavioral terms. That is, you are told before each section what you should be able to do if you have mastered the content of that section. Try reading each section with these objectives in mind. At the end of each section of the paper are a series of questions and exercises which you can use to test your mastery of the content. The exercises should also help you to relate the motivational practices described in this paper to your own experience in your particular school and classroom situation.

ABSTRACT

The purpose of this paper is to describe in detail the implementation of individual adult-child conferences to increase independent reading. Implementation procedures evolved from research experience with elementary school children over a 3-year period.

The development of this motivational procedure and others has grown out of an attempt by the Wisconsin Research and Development Center to develop a system of individually guided education.

I
INTRODUCTION

After reading the introductory section of this paper, the reader should be able:

1. To identify the objectives of a motivational system when these objectives are stated in behavioral terms.
2. To formulate objectives that are applicable to your particular situation.
3. To state the principles of motivation.
4. To apply these principles to instructional activities in your particular situation.

The purpose of this paper is to describe in detail the implementation of individual adult-child conferences to increase independent reading. The development of this motivational procedure and others has grown out of an attempt by the Research and Development Center to develop a system of individually guided motivation. The need for such a system is apparent since it seems that a central concern of most teachers is the development and maintenance of high motivation to learn in each and every child under their guidance. However, any teacher who gives careful thought to how this goal can best be achieved is immediately confronted with several problems. The first of these difficulties is to define what is meant by motivation to learn. What behaviors must a child exhibit before we can say that he has a high level of motivation related to learning? And, given that these motivation-indicating behaviors can be specified, how can they best be measured? A second problem confronting a teacher concerned with the motivation of students is the realization that just as children differ widely in their ability to perform subject-matter tasks, they also differ widely in their motivation to engage in such tasks persistently. Moreover, just as children bring diverse genetically endowed and environmentally controlled cognitive characteristics to learning tasks, they also bring diverse values, needs, and attitudes to these same tasks. Thus, efforts to generate high motivation must be guided by the individual needs and characteristics of each child. The final problem confronting the teacher is the necessity to formulate motivational practices which can be implemented in such a way that children of whatever characteristics are induced to increasingly exhibit those behaviors indicative of high motivation. In addition to the requirement that these practices be based on sound motivational principles, they must also be practical in terms of the time and money required to implement them.

A SYSTEM OF INDIVIDUALLY GUIDED MOTIVATION

It is with these problems in mind that the system of individually guided motivation is being developed. The basic components of the system include a statement of behaviors indicative of motivation, instruments, and procedures for assessing these behaviors, a statement of principles of motivation which have a firm grounding in theory and research, and finally descriptions, like the present one, of teacher and student activities through which these principles can be implemented. The system of individually guided motivation is designed as an integral part of an individually guided instructional program. Thus, many of the motivational procedures have been developed within the context of a particular area of instruction. For example, the individual conferences to be described in later sections of this paper have as their substantive content certain aspects of the reading curriculum.

Behaviors Indicative of Motivation

In Table 1 are found behaviors generally indicative of motivation. The behaviors are

Table 1

Behaviors Indicative of Motivation

A. The student starts promptly and completes self-, teacher-, or group-assigned tasks that together comprise the minimum requirements related to various curriculum areas.

1. Attends to the teacher and other situational elements when attention is required.
2. Begins tasks promptly.
3. Seeks feedback concerning performance on tasks.
4. Returns to tasks voluntarily after interruption or initial lack of progress.
5. Persists at tasks until completed.

B. The student assumes responsibility for learning more than the minimum requirements without teacher guidance during school hours and outside school hours. In addition to behaviors 1-5, the student

6. Continues working when the teacher leaves the room.
7. Does additional work during school hours.
8. Works on school related activities outside school hours.
9. Identifies activities that are relevant for class projects.
10. Seeks suggestions for going beyond minimum amount or quality of work.

C. The student behaves in accordance with the school's policies and practices in connection with use of property, relations with other students, and relations with adults.

11. Moves quietly within and about the school building during quiet periods and activities.
12. Interacts harmoniously with other students.
13. Interacts harmoniously with the teacher and other adults.
14. Conserves own and other's property.
15. Tells other students to behave in accordance with school policies.

D. The student verbalizes a value system consistent with the preceding behaviors.

16. When asked, gives examples of his own actions illustrative of behaviors 1-15.
17. When asked, gives reasons for manifesting behaviors 1-15.

stated at two levels of generality. Four general objectives are stated that deal respectively with motivation for: learning subject-matter knowledge and skills, developing independence from adults in connection with motivation, following school policies and practices in connection with conduct, and conceptualizing a value system. More specific behaviors related to each general objective are given. All of these behaviors, properly stated, are the objectives of a school's system of individually guided motivation. No one motivational procedure can attempt to help children attain all of these objectives. That is, some selection from among these behaviors must be made in order to arrive at the objectives for a particular motivational procedure. Moreover, the objectives which are selected must be redefined in terms of the curriculum area within which the motivational procedure is utilized. Thus, in the case of the motivational procedure involving individual conferences in reading, certain of the objectives in Table 1 were selected and redefined in terms of reading behaviors.

Principles of Motivation

In the left column of Table 2 generalizations concerning motivation are given. These are conclusions drawn mainly from laboratory studies and related theorizing about motivation. In the right column instructional guides are listed that are parallel to the generalizations. The first three generalizations deal primarily with motivational concerns related to the learning of school subject matter—focusing of attention, goal setting and goal attainments, and providing informative feedback after activities are underway. The next two generalizations are more directly applicable to student conduct, dealing with the initial acquisition and subsequent conceptualization of self-control, self-reliance, persistence, and other prosocial

Table 2

Generalization and Corollary Instructional Guides

Generalization	Instructional Guide
A. Properties of the environment may be manipulated and the students' perceptions may be modified in order to focus student attention toward learning tasks.	A. Focus student attention on desired objectives.
B. The individual's curiosity and his desires to manipulate and achieve control over elements of the environment may be utilized in directing activity used in goal setting.	B. Utilize the individual's curiosity and needs for manipulation and competence.
C. Setting and attaining goals require learning tasks at an appropriate difficulty level; feelings of success on current learning tasks heighten motivation for subsequent tasks; feelings of failure lower motivation for subsequent tasks.	C. Help each student set and attain goals related to the school's educational program.
D. Providing information concerning correct or appropriate behaviors and correcting errors are associated with better performance on and more favorable attitudes toward the learning tasks.	D. Provide for informative feedback.
E. Many prosocial behaviors indicative of self-control, self-reliance, and persistence are initially acquired through observing and imitating a model and are strengthened through reinforcement.	E. Bring exemplary real-life and symbolic models into the school setting.
F. Reasoning with students about prosocial values and behaviors provides a conceptual basis for the development of the behaviors.	F. Provide for verbalization of prosocial values.
G. The expectancy of receiving reward for specified behavior or achievement directs and sustains attention and effort toward manifesting the behavior or achievement. Nonreinforcement after a response tends to extinguish the response. The expectancy of receiving punishment for manifesting undesired behavior may lead to suppression of the behavior, to avoidance or dislike of the situation, or to avoidance and dislike of the punisher.	G. Develop and use a system of rewards as necessary to secure sustained effort and desired conduct. Use punishment as necessary to eliminate and suppress misconduct.
H. Sustained high stress is associated with low performance, erratic conduct, and personality disorders.	H. Avoid the use of procedures that create temporary high stress or chronic anxiety.

behaviors. The last two generalizations are equally relevant to both learning and conduct. The generalizations and guides in Table 2 are stated in terms of motivation but they can be restated in terms of subject matter areas. The motivational procedures described in the system of individually guided motivation are essentially ways of implementing one or more of these instructional guides within the context of a particular subject-matter area. In the individual conferences to be described several of the guides are implemented simultaneously in order to achieve objectives related to independent reading.

RESEARCH BACKGROUND OF INDIVIDUAL CONFERENCES ON READING

For the past several years research has been carried out in order to determine the effectiveness

of individual conferences with students of different characteristics. The first study on individual conferences was done at Steven Bull School, an inner-city school, in Racine during 1966-67 under the direction of the unit leader, Mae Elsdon. The project was undertaken because the teachers in the Third Grade instruction and research unit at Steven Bull were concerned about the lack of pupil interest in independent reading. Thus, it was decided to use individual conferences combined with a system of concrete rewards to try to increase independent reading. Briefly, the motivational techniques utilized in the project were:

1. Materials and books appropriate for the various reading levels were made available in the classrooms and school library.
2. Concrete rewards were used systematically. A reward system was set up whereby each child was given a reward after reading two books, another reward after five books, and then an additional reward after each successive five books. The rewards were such things as pencils, erasers, boxes of crayons, etc.
3. Individual conferences were conducted by volunteer aides from local women's groups. The aides visited each classroom one afternoon per week to discuss with each child the books he had read and to listen to him read. Each child received from 5 to 15 minutes of individual attention during the conferences. A list of books read by each child was kept by the volunteer.

The project lasted for 9 months, beginning in September 1966 and continuing through May 1967. During this time, the 72 students in the project read a total of 2,074 books, the median being 21. Nine children read over 50 books each with three reporting on 70 or more. These figures, impressive enough by themselves, are even more so when one considers the fact that most of these children were doing little or no independent reading prior to the start of the project.

The students also showed progress in reading achievement. The mean grade equivalent scores for this class on the Gates-MacGinitie Reading Tests, Primary C, in February were 2.6 for Vocabulary and 2.7 for Comprehension. In April, the mean for both scores was 3.0. Thus, in 2 months these students had gained the equivalent of 4 months in Vocabulary and 3 in Comprehension. These gains are even more meaningful because of the fact that these students were considerably below grade level on both measures to begin with, so that it would have been predicted that they would have gained less than 2 months in this time interval. On the Stanford Achievement Test given in March, it was found that these students gained 1.5 years on the Word Meaning subtest and 1.2 years on the Paragraph Meaning subtest over the scores obtained at the beginning of Second Grade (a time interval of 5 months). This is an encouraging result because children such as these typically fall farther and farther behind each year.

The following year, 1967-68, a project on individual conferences was initiated at Franklin Elementary School, an inner-city school, in Madison. The purpose of the study was to provide further information on the conferences. Specifically, information was needed on the relative effectiveness of concrete rewards and conferences, since both were used in the Racine project. Even though there were problems with the experiment due to lack of control groups and sometimes inadequate baseline measures, the findings with regard to conferences vs. rewards are probably reliable. Thus, it was found that First and Second Grade children who received only the individual conferences on a systematic basis increased their independent reading as much as children who received rewards in addition to the conferences. Third and Fourth Grade children who received both conferences and rewards read more books than children in the same grades who received only rewards. Finally, Fifth and Sixth Grade children who only received concrete rewards did not, with only a few exceptions, increase their independent reading. It would seem that it is the individual conference per se which increases motivation for independent reading rather than concrete rewards.

Finally, in the past year, 1968-69, a second study was done at Franklin School. In this study, control groups were included and adequate baseline data were collected on the amount of independent reading which the students were doing prior to the start of the conferences. Before the conferences began, children from three grades (2nd, 4th, and 6th) were grouped according to the amount of independent reading they had done during the baseline period. Those students who were high (upper one-third) in amount of reading were not included in the experiment since it was felt that they were progressing well enough without conferences. As might be expected, most of these students were also high in reading achievement. Students who were low in independent reading but high in achievement and students low in both amount of reading and reading achievement were assigned randomly to either a treatment group which received conferences on a weekly basis or to a control group which received no conferences.

In several sessions preceding the start of the conferences the teachers who would be conducting them were instructed on how to proceed in the conferences. That is, teachers were instructed on how to implement the various motivational guides and how to keep the progress charts on each child. Also a large number of books at a variety of difficulty levels were collected and distributed to the classrooms. The conferences were then held over an 8-week period.

The results of the second Franklin School study confirmed in an impressive manner the value of systematically conducted individual conferences. Those students who received conferences increased in independent reading far more than students not receiving conferences. In fact, many students in the conference group who were low in both achievement and amount of reading prior to the conferences approached the "ideal" group of students (those high in amount of reading and achievement who were not included in the project) in amount of independent reading after the 8 weeks of conferences.

Several points about the research on individual conferences deserve to be emphasized. First, the conferences are effective—a relatively simple and inexpensive procedure such as the conferences does result in increased motivation on the part of students to engage in independent reading. Second, the projects described above were carried out in inner-city schools with children below average in reading skills. Third, from all of the research done thus far, particularly from the last Franklin project, enough information has been gathered so that a complete description of the implementation of the conferences can be provided which will allow other schools to initiate their own successful projects without further assistance. The remainder of this paper is devoted to such a description.

QUESTIONS AND EXERCISES

1. For each of the following general objectives of the system of motivation, state two additional specific behaviors which indicate that the child has achieved these objectives. (Refer to Pages 1-5 for review.)

General Objective	Specific Behaviors
1. Motivation for learning subject matter knowledge and skills	1. 2.
2. Motivation for developing independence from adults	1. 2.
3. Motivation for following school policies and practices in connection with conduct	1. 2.
4. Motivation for conceptualizing a value system	1. 2.

2. List the eight basic principles of a general system of motivation. Then, reviewing your own experience, give an example of how you have employed each principle in your work with children. (Refer to Pages 1-5 for review.)

Principle	Example
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

II
IMPLEMENTATION OF THE CONFERENCES

After reading the first part of the section on the implementation of the individual conferences, the reader should be able:

1. To state in behavioral terms the specific objectives of the individual conferences.
2. To state how the motivational principles are employed in the conferences to achieve the objectives of the conferences.

GENERAL OVERVIEW AND DESCRIPTION OF CONFERENCES

The conferences involve a one-to-one relationship between an adult and a child which has as its focus increasing the independent reading of the child. The specific activities of both the adult and the child during the conferences are determined to a large degree by the stated objectives to be reached with each child in the conferences and the motivational guides which are to be employed by the adult in attempting to achieve those objectives. The immediately following chapters describe the objectives of the conferences and the motivational principles used by the adults within the conferences. Later chapters will describe in detail the planning which must precede the conferences. Then, examples of conferences will be given in order to illustrate the interactions of the needs of the child, the goals of the conferences and the motivational principles employed by the adult. Finally, suggestions will be made for inservice preparation for the conferences.

Specific Behavioral Objectives of the Conferences

The behavioral objectives for the reading conferences are derived from the objectives of the total system of motivation as described in Table 1 on Page 2. Specific objectives related to reading conferences can be classified into three areas as follows:

1. Behaviors indicative of motivation which are general in nature and necessary for successful relationships between the adult conducting the conference and the child.
   These behaviors include:
   a. The child comes to the conference on time.
   b. The child attends closely to the adult and other situational elements during the conference.
   c. The child begins his report promptly.
   d. The child reads from his book when asked.
   e. The child takes good care of books he is reading.
2. Behaviors related specifically to the child's reactions to reading.
   These behaviors include:
   a. The child expresses pleasant feelings about reading.
   b. When asked, the child tells about what he has read.
   c. When asked, the child tells why he reads.

d. The child talks with other children and/or adults about his reading.
e. The child reads on his own when adults are not present.
f. The child goes beyond the minimum reading requirements for his group.

3. Behaviors related to improvement of independent reading skills and reading achievement. These behaviors include:

a. The child independently reads more books, or longer books, or more difficult books during school hours and/or outside school hours during the period following initiation of the adult-child conferences. Teachers should probably set a desired range and level of books for a child to read during a month or some other specified period of time—i.e., one to four books for primary children where the books usually contain only a few pages and two to six books for intermediate age children where books are considerably longer.
b. The child reads more rapidly after initiation of the adult-child conference.
c. The child's word recognition skills and reading comprehension improve more rapidly during and after the initiation of the conference situation.
d. The child's preference for independent reading increases for a child who found reading low on his list of preferred activities and remains constant for a child who preferred reading as an independent activity.

Motivational Principles Involved in Conferences

The objectives are achieved through the adult providing models of desired reading behaviors for the child to observe and imitate, reinforcing the desired reading behaviors and expressed attitudes of the child, informing the child of his progress in reading and aiding him to overcome difficulties, encouraging the child to continue to read, and helping the child select a next book, or books, of an appropriate difficulty level related to the child's current interests. Very little time is spent on any one of these during one conference, and not all need to receive attention at every conference.

Modeling

The adult models desired reading behaviors for the child to observe and imitate by such procedures as stating to the child that he (the adult) reads frequently and likes to read, by starting to read a book as the child leaves the conference, and by being engaged in reading when the child comes in for the conference. Also, the adult may use other procedures such as showing a picture of a possible model reading, informing the child of the reading behavior of a possible model, and indicating the values of independent reading to other persons who may serve as models for the child.

Reinforcing

The adult reinforces both the independent reading of the book that the child reports and also attitudinal statements made by the child about reading. The reinforcement takes the form of smiling, nodding affirmatively, attending closely to the child, stating "good," "fine", etc., and raising questions and indicating approval of responses indicative of desired attitudes.

Providing Feedback

The adult informs the child of any progress made in reading by telling the child how many books or pages in a book he has accumulated. As the child reports, he may indicate a word that he cannot recognize, that he did not understand a central idea, or that he did not enjoy the book or part of it. Without taking much time, the adult may assist the child with any of these and in a subsequent conference mention it as an area of progress.

Guiding Choices

The adult verbally encourages the child to continue to read while helping the child select the next book of an appropriate difficulty level. In early conferences this may take half of the total conference time, especially if the capabilities and interests of the child are not known by the adult. Here the adult should have directly at hand a number of books that can be shown to the child from which a selection is

made. If a selection cannot be made in a few minutes, the child might take more time and simply report in a later conference which book(s) was selected. School and other librarians may be especially helpful with children who read reasonably well and already have experience in selecting books. Thus, with beginners the adult spends considerable time in the encouraging and selecting. Total responsibility for selecting the next book is taken by other children. Thus, this is not a prescriptive procedure; the adult's procedures are determined by the characteristics and capabilities of each child. The book that is selected then becomes the child's goal for the next conference. The adult encourages the child to read as much of the book as he can between conferences. The adult then reinforces the child when he attains the goal.

QUESTIONS AND EXERCISES

1. The specific objectives for the reading conferences were divided into three areas. Cite behaviors that indicate the child is achieving the goal for each area. (Refer to Pages 9-11 for review.)

Area One: Behaviors indicative of child's motivation to engage in conference.

1.
2.
3.
4.

Area Two: Behaviors indicative of child's reactions to reading.

1.
2.
3.
4.

Area Three: Behaviors related to improvement of independent skills and reading achievement.

1.
2.
3.
4.

2. State how you would use one or more of the motivational principles —modeling, reinforcing, providing feedback, guiding choices (goal setting)—to help the child achieve each objective listed below. For example, if the objective is "the child takes good care of his books," then the adult might use modeling by mentioning that she always takes good care of her books. The adult might also use reinforcement for this same objective by complimenting the child on the good care he had been observed giving his books. (Refer to Pages 9-11 for review.)

Objective	Principles and how to implement them
Child expresses pleasant feelings about reading.	
When asked, the child tells about what he has read.	
Child reads on his own when adults are not present.	
Child's reading comprehension and word recognition skills improve.	
Child's preference for independent reading increases.	

PRECONFERENCE PLANNING

After reading the section on pre-conference planning the reader should be able:

1. To outline the steps in planning for the implementation of individual conferences.
2. To relate each step to your particular school environment.
3. To state appropriate behavioral objectives related to reading for a specific group of students.

Selection of Students for Adult-Child Conferences

In order to select students who will profit maximally from the adult input necessary for individual conferences, it is suggested that baseline data on the student population under consideration be collected. In the Franklin project, baseline data consisting of a record of books read by all students in Grades Two, Four, and Six were collected for an 8-week period. (See evaluation section for details on baseline data.) The students who were in the upper one-third in amount of books read during the baseline period were eliminated from the sample on the premise that these children were already spending a considerable amount of their unassigned time reading on their own and would not profit maximally from further motivation aimed at increasing their amount of outside reading. This group of students who are already high in terms of amount of outside reading can form an "ideal" group for a particular school, and one over-arching goal of conferences could be to bring as many children as possible up to the level of the high group.

It should be emphasized that the selection of children for the conferences based on their falling in the lower two-thirds in terms of amount of reading was an arbitrary decision based on requirements of experimental design at Franklin School. The decision about what constitutes a sufficiently low level of independent reading to require special attention via the conferences must be made by the teachers in each particular school. It may well be that in some schools relatively few students need the conferences; in other schools most students may need them.

The conferences are thus most appropriate for students who are initially low in amount of independent reading. Within this group of low-independent readers, there will usually be two types of students: those who are proficient in reading skills and those who are not. The first type of student should show a dramatic response to the conferences since his problem is essentially one of low motivation. The emphasis within the conferences for this type of child should be placed upon modeling by the adult of desired reading habits and reinforcement of any independent reading behavior engaged in by the child. Probably, the most powerful technique with this type of child will be in helping him to select books which are of high interest value for him. The second type of student, one who is low in both independent reading and in reading skills, should also profit from the motivational techniques of modeling and reinforcement. However, much more time will have to be spent on helping this student with reading skills such as word recognition and on selection of books which are of the proper difficulty level for him. Children with serious reading problems should, of course, also receive extra help from his own reading teacher or the reading specialist.

Selection of Grades for the Project

In the Franklin project, children at the equivalent age of Grades Two, Four, and Six were arbitrarily selected to provide information on the effectiveness of adult-child conferences at a variety of elementary grade levels but the conferences could be held with students of all ages who can use books. Perhaps if a school is just starting out on this kind of a project it would be wise to try it at one or two age levels initially and then expand it the following semester to other ages.

Assignment of Students to Adults for Conferences

In the Franklin School project a necessary limitation on assignment of students to teachers was that a student had to have his conferences with his homeroom teacher. Thus, after the

students in the lower two-thirds were determined, they were automatically assigned within each homeroom to either teacher or aide conferences. It would be desirable that students be assigned to teachers on a less limiting basis if scheduling in a school permits. Depending on a school situation, conferences could be held with teachers and/or aides. In the Franklin project, students responded equally well to teachers and aides so within a given school, conferences could be arranged with either category of adult depending on the personnel situation.

Provide for Conference Scheduling

Most, although not all, conferences in the Franklin project were regularly scheduled. Regular scheduling provides the child a time routine for setting a goal and reading his books and also insures him that the conference will occur. If the teacher regularly schedules a conference, she is sure she will have time to get the conference in each week. In cases where conferences were not scheduled, the child was not prepared for the conference and sometimes found it difficult to collect his ideas on the spur of the moment. Also, unscheduled conferences were often put off until the following week, thus breaking a regular relationship between the child and adult. Occasionally, there are children and adults who enjoy an ad hoc conference. Perhaps on some given week during a semester or year, a teacher might want to have all conferences on an ad hoc basis just for a change of pace.

It is suggested that the conferences for each child be held on a weekly basis. The length of the conferences should not be rigidly fixed; however, 10 minutes was the average length of the conferences at Franklin. During each child's first conference, he should be informed of the purpose of the conferences and then a regular time for his succeeding conferences should be arranged.

In planning for the project, the principal, teachers, and aides should give careful consideration to the times available within the general school schedule for the conducting of conferences.

Provide Good Conference Conditions

Conferences at Franklin School were held both in a private situation and in a corner of the classroom when other children were present. Those conferences held in a private room allowed the adult to concentrate on what the child was saying and also to maintain a continuity throughout the conference. In addition, the child was assured of 5-10 minutes of undivided attention from the adult.

In situations where a teacher had to maintain supervision of a group of other children concurrently with conducting a conference with a child, the teacher was often distracted and the continuity of the relationship with the child was abruptly broken when the teacher had to speak to another child.

In addition to small rooms, other good places to hold conferences are: hallways, classrooms when students are at recess, carrels, or any quiet corner where participants will not be distracted by others. The prime criterion for conference location is a fair degree of privacy for the adult and child.

Provide for Conference Record-Keeping Materials

A form on which the student kept a record of the title of each book read and the date on which he completed it was available for each student in the Franklin project. (See sample in Appendix, Page 41.) This form, which was simply duplicated on standard 8 1/2 x 11 paper, gave the children a definite place and easy format for recording their books. This record also gave the teacher an available list of the type and general difficulty of books the student had read.

Some Second Graders had difficulty in keeping their own records so the adult helped them with this by keeping the record sheet for the student and recording the books he had read each week at conference time. Older children who keep their own records might also want to add a column for type of book and author, as well as title of book and date read. This form can be adapted to the grade level and school situation.

A conference record card (See Appendix, Page 43) on which the adult records comments on the conference served several purposes. First, it provided a record that the conference had been held. Second, it enabled a teacher to have a readily available longitudinal view of previous conferences and the reactions of students to conferences. Third, the comments served as a record of possible reading problems that the student might be having and formed the basis for referral of problems to reading or special teachers. Fourth, it served as an informal record of the student's growth in reading from the beginning to the end of the several weeks' conference period.

in increasing independent reading, they are perhaps more important as a means for selecting students for the conferences as mentioned in a previous section.

While the main evaluation of the conferences is in terms of amount of independent reading, other less formal evaluation should always take place. Conscientious keeping of the conference record card for each child should provide a good deal of information on how well each child is progressing in the conferences. Specifically, those conducting the conferences should note on the record card any changes in the child's attitude toward reading and his reactions to the conferences. Periodic review of these record cards is highly recommended.

This conference record card could also become a part of the child's permanent records that are passed on from year to year as part of the evaluation of the student's school progress. Such a record would enable the teacher who works with a child in a future year to get acquainted with his preferences and problems in reading.

Provide for an Attractive Selection of Reading Materials in the Classroom

For the Franklin project, 60-70 paperback books were added to each homeroom of 25-30 students. These paperbacks included books on fiction, humor, biography, and information on everything from cars and sports to plants and animals. The reading level of the books also varied from below to above grade level in each homeroom, so that every student would have an opportunity to find a book that he could read comfortably. (See Appendix for suggested list of books.) The IMC director or librarian in connection with teachers can classify the books which go into the classrooms as to difficulty level. Having the books accessible on a shelf or in a box at the side of the classroom gave the Franklin students easy access and served as a reminder to do outside reading. Signing their name on a card in the back of the book with a suggested return date of 1 week made checking out the books an easy process. In this situation, students were urged to check out about two books at a time and return them as soon as they had finished so that others could read them.

If more than two paperbacks, perhaps about three per child, could be made available to each room, the selection would be better and each child could check out more books at one time. Another way to get more exposure to more children is to exchange the whole book selection with another room of similar grade level every 2 or 3 weeks. In some cases at Franklin, duplicates of popular books were placed in similar grade-level rooms but usually different books were placed in each room so that an exchange of books across rooms would bring a fresh selection of books to the children.

In addition to books in the room, children were urged to read books already in the library. A selection of special books so labeled and displayed for various grade levels in the library or instructional materials center would also increase motivation for outside reading by children. Such displays could be carefully labeled as to subject matter areas such as space, humor, fiction, mechanics, biography, and so on. Students could also be reminded of new books just added to the regular library collection and of award winning and special books available to them. It might also be suggested that access to library books by children be made easy by simple check out and liberal return systems.

Paperback books are inexpensive: about 200 books can be purchased for each $100 depending on the grade level and type of book. We found that although the children gave these paperbacks hard wear, they lasted very well and could be used for another year.

Provide for Evaluation of Conferences

The most important aspect of evaluation is the collection of baseline data for a period of time before the conferences are started. It is recommended that when the conferences are first initiated in a school, that baseline data be collected over a period of at least 2 months. The baseline information can be gathered rather easily during the time the other planning for the conferences (collecting and classifying books, working out scheduling and so on) is being carried out.

In the Franklin school project, the teachers (aides could be used) made weekly checks on each child to determine how many library books or other books he had read. The older children were simply asked to write down the titles of any books they had read that week. The younger children reported the titles orally to the teacher who wrote them down. The teachers were careful to avoid inflation of the baseline estimates by being as casual as possible when asking for titles and by being as neutral as possible in their responses to the children's reading behavior at this stage.

The baseline figures are then compared to the amount of reading the child engages in while the conferences are being held. If the difficulty level of the material the child reads has remained fairly constant, one can simply compare the numbers of books read during the baseline and conference periods. However, another objective of the conferences is to improve the child's reading skills so that he can progress to more complex reading material. To the extent that the latter objective is achieved, a simple comparison of amount of reading is not adequate. It is important, then, when evaluating the conferences, to note changes in difficulty level of the books each child reads as well as the number of books.

Although the baseline data are important in evaluating the effectiveness of the conferences

QUESTIONS AND EXERCISES

1. Good physical conditions for adult-child conferences are essential to their success. Consider the physical plant of your particular school for possible good conference locations and list as many as you can below.

a. d.

b. e.

c. f.

2. Conferences should be regularly scheduled. Consider possible times in your daily and weekly schedule when you might hold such conferences and list these possibilities below.

a. d.

b. e.

c. f.

3. Outline a plan that you might use for collection of baseline data on the reading habits of students. Include the length of time you would collect the data, method of collection, when students would record their books read, and other information necessary for evaluation of conferences.

4. Throughout this paper, we have stressed the necessity for setting objectives for different types of children. From your experience, outline specific objectives to be met by individual conferences for the two general types of children listed below:

a. A child who is low in amount of independent reading and is also low in reading achievement.

(1)

(2)

(3)

(4)

(5)

b. A child who is low in amount of independent reading but is average or above in reading achievement.

(1)

(2)

(3)

(4)

(5)

III
ILLUSTRATIVE CONFERENCES

After reading the sections on illustrative conferences the reader should be able:

1. To identify motivational principles as they are applied in a simulated conference
2. To implement a particular principle within a conference.

In this section sample conferences are presented in order to illustrate the motivational principles underlying the conferences. Hopefully, these samples are sufficiently detailed to serve as a basis for discussion and training in inservice meetings.

The three children featured in the conferences are actual students at Franklin School. While their names have been changed, the background information on each child is correct. In selecting these children for the sample conferences, an attempt was made to achieve variety in terms of age, grade, and reading skills. Thus, the children are from the Second, Fourth, and Sixth Grades. Two of the children scored below average on reading achievement tests administered prior to the start of the conferences. The third child was above average in reading skills. All three children were low in amount of independent reading prior to the conferences.

SAMPLE CONFERENCE NO. 1

Robert Brown is in Second Grade. He is 8 years old. The baseline data collected on Robert show that he did little independent reading prior to the conferences. Over the 8 weeks of the baseline period, he had read 4 books. During the 8-week conference period, Robert read 20 books. On the Gates-MacGinitie Reading Tests administered in September, Robert's grade equivalent score in vocabulary was 2.0; his score in reading comprehension was so low that no grade equivalence could be computed. In May, Robert's grade equivalent scores were 3.3 in vocabulary and 2.0 in comprehension. Thus, Robert made sizable gains in achievement.

Robert's conferences were conducted by an aide at Franklin School. Here is a sample of one of Robert's conferences: his first. It is a good example of what should be accomplished in a child's first conference.

Aide: Good morning, Robert.

Robert: Good morning, Mrs. _____.

Aide: Robert, I'd like to explain to you why we are having these little meetings once a week. Your reading teacher, Mrs. _____ and I thought it would be fun for you and some of the other boys and girls in your class to meet with one of us once a week so we could talk about what you have been reading during the week. Do you think you would like to do that? (Explain purpose of conference.)

Robert: (Not too sure) Oh, I guess so. Do you mean reading in my reading book?

Aide: Oh no, I mean we could talk about books you are reading just for fun. Do you like to read just for fun? I mean, not just in reading class?

Robert: Sometimes, but I like television better.

Aide: What kinds of books do you like to read? Do you like books about animals, or sports or maybe space or what?
(Find out interests of child.)

Robert: (Warming up a little.) I like to read about animals. I read a book once about a horse named Fred, but I forget the name of it now. But the horse belonged to a farmer and he wore a funny straw hat and his ears poked through.

Aide: Well, do you see these books on this shelf? These books are here for you and the others in your class to read. You can take any of these books home with you to read if you want. All you have to do is sign your name on this card at the back of the book. Then drop the card into this box. You can keep the book for a week. Then you should bring it back so someone else can read it. (Make child aware of available reading material and check-out procedures.)

Robert: Are there any animal books?

Aide: Oh, yes. There are several good ones about animals. Look, here's one called "The Lion and the Deer" and here's another "Where is the Bear?" There are other good books too. Would you like to take one of these books to read and then you can tell me about it the next time we meet? Which one do you want? (Help child select.)

Robert: Can I take them both?

Aide: Sure. But I think you had better only take two at a time so there will be enough to go around.

Robert: O.K.

Aide: Robert, I am going to give you this record sheet so we can keep count of all the books you read. Do you see where it says Title of Book at the top there? Well, each time you finish reading a book for fun you can write down the name of the book on one of these lines. That way we can tell how many books you have read. Will you do that, please? (Provision for record keeping.)

Robert: O.K., but what if I forget?

Aide: Well, try to remember. But since you will be telling me about the books you read each week, you shouldn't have much trouble remembering. Why don't you put your name on your record sheet now? And remember to bring it with you to all our meetings.

Robert: O.K. Are we going to meet next week?

Aide: Yes, we can meet at the same time next week (Monday, 10:00) right here (rear corner of classroom). Is that all right with you? (Scheduling of future conferences.)

Robert: Yes. Should I read my books by then? I don't know if I can read <u>that</u> much.

Aide: You just read as much as you like. But we can have more fun next time if you can tell me about the books. I haven't read them and I'd like to find out what they are about and what you think are the best parts. (Encouragement to read independently.)

Robert: Really? Well, I'll try.

Aide: Good! See you next week. (Reinforcement of desired positive response to reading.)

SAMPLE CONFERENCE NO. 2

Lynn Smith is in the Fourth Grade at Franklin School. She is 10 years old. Lynn is a good reader: her grade equivalent reading score on the Iowa Test of Basic Skills in September was 4.8. However, during the baseline period Lynn read only 2 books. Thus, Lynn was included among the students who received conferences. During the conference period, Lynn read 36 books. Her reading score at the end of the school year was 6.7. Lynn's conferences were with her homeroom teacher. Here is a sample of one of Lynn's conferences: her third.

Teacher: Hello, Lynn! Why don't you sit down right here next to me? (They are in the classroom after school.) What books did you read this week? Do you have them written down on your record sheet? (Check on record keeping.)

Lynn: I read a lot of books this week. I read "Lucky and the Giant," "Encyclopedia Brown," "Tony's Treasure Hunt," and "Henry and the Club House."

Teacher: My, you <u>have</u> been reading a lot. Very good! (Reinforces desired behavior.) So much more than you used to. (Inform child of progress.) Why don't you tell me about Henry and his club house. I see you brought it along. Did he really build a club house? (Encourage child to talk about what she reads.)

Lynn: Yes, Henry and his two friends built it in Henry's backyard. They got some old wood from a man in the neighborhood who had to tear down his garage.

And the clubhouse had windows and a floor and everything. They wouldn't let any girls in their clubhouse. They made a sign saying, "No girls allowed —This means you." There was this one girl who was really a pest—and one day she locked Henry up in his clubhouse. (Lynn goes on at length about the book.)

Teacher: I see a picture here of a man spraying water on two dogs that are fighting. What happened? (Ask questions to check on retention and comprehension of book.)

Lynn: Oh, that's when Henry was trying to sell a subscription to the new neighbors. Henry's dog, Ribsey, and the neighbor's dog got into a fight and they had to spray water on them to stop it.

Teacher: Did you enjoy the book about Henry?

Lynn: I really did! Because it had a lot of funny things that happened in it.

Teacher: Did you have any trouble with any of the words in the story? (Check on vocabulary.)

Lynn: Oh, no. It was easy.

Teacher: What would you like to read next week? (Help select next book.)

Lynn: I think I want this one: "The Peculiar Miss Pickett."

Teacher: O.K. But before you decide for sure why don't you read the first page aloud to me. (Monitor difficulty level of reading material.) (The teacher knew that Lynn tended to choose books that were too easy for her.)

Lynn: (Reads.) (It seemed to be on the right level.)

Teacher: That sounds like its going to be a good book. You be sure to finish it so you can tell me about it next week. (Encourage reading.)

Lynn: I will. You know, Mrs. _____, I'm going to try to read all the books on this shelf.

Teacher: That's very good, Lynn. (Reinforce statements of positive attitudes.) But remember that there are a lot of good books in the library, too. Good-bye, don't forget your conference next week.

For a record of the teacher's comments on all of Lynn's conferences, refer to the conference record card in the appendix.

SAMPLE CONFERENCE NO. 3

Don Jones is in Sixth Grade. At the beginning of the year Don was below his grade level in reading. His grade equivalent reading score on the Iowa Test of Basic Skills was 5.4. At the end of the 9-month period between tests, Don had gained 6 months in reading. During the baseline period, Don read one book. During the conference period, Don increased that number to 12. Here is a sample of Don's sixth conference.

Teacher: Hi, Don. Come on in. (Teacher is sitting in room usually used by the school nurse.)

Don: Hello, Mr. _____. What are you reading?

Teacher: I was just reading the first part of this book about John Kennedy. Have you read it yet? (Model desired reading behavior.)

Don: No, is it any good?

Teacher: Yes, it is. Say, you like biographies, don't you? Why don't you take this one and read it for our next conference. Then you can tell me about it. (Help select and encourage to read.)

Don: O.K. It looks pretty hard though. Do you think I can read it okay?

Teacher: Well, I'm sure you can if you try. (Encourage child to progress to higher reading level.) Why don't you read this part aloud and we'll see how much trouble you have. (Check on difficulty.)

Don: (Reads aloud.) (Reads in a monotone; hesitates and stumbles over several words which Mr. _____ corrects.)

Teacher: You did that pretty well. I think you can read this one all right. Now, tell me in your own words about what you just read. (Check on comprehension.)

Don: What? Hmm.

Teacher: You know, Don, reading is more than just getting the words right. You have to try to <u>understand</u> the <u>meaning</u> of what you are reading. Try reading that same part again silently and then tell me what you read.

Don: (Reads.) Oh, now I see what's happening! It tells about when John Kennedy was in the Navy on a PT boat and how his boat got torpedoed. (Don and Mr. _____ go on to discuss the incident at length. Mr. _____ asks

several questions to be sure that Don really understands what he read.)

Teacher: That was must better, Don. (Reinforce desired behavior.) You know, when I read a book I usually try to ask myself questions as I read along to be sure that I am really understanding what the author is saying. I ask myself questions like the ones I just asked you. Why don't you try doing that as you read the rest of this book? (Model desired behavior.)

Don: O.K.

Teacher: You know, Don, when you finish this book you will have 10 books on your record sheet. That's pretty good for a guy who didn't want to read at all a few weeks ago. Do you like it better now? (Inform child of progress.)

Don: I didn't used to read 'cause I wasn't good enough to read the interesting things about space and famous people and stuff. And I didn't want to read those <u>baby</u> books. But I know I can read this (points to book on J.F.K.) now if I try real hard.

Teacher: Good for you, Don! (Reinforce positive statements.)

QUESTIONS AND EXERCISES

The following are excerpts taken from adult-child conferences. In some instances, you are asked to identify the principles of motivation employed by the teacher. For other excerpts you are asked to construct a reply to a student utilizing a particular principle. (Refer to sample conferences for review.)

a. Teacher: From your record sheet, Jill, I see that you read 10 books last month. That's almost twice as many as you have ever read in a single month. That's very good!

(Principles:

b. Student: This book about astronauts was great. I'd sure like to be an astronaut.

Teacher: (Construct a reply to this student based on principle of modeling.)

c. Student: I read almost this whole book without a single mistake.

Teacher: Very good! Why don't you try this book on science again? It's the one you tried to read before but couldn't. I bet you can finish it now.

(Principles:

d. Teacher: You say you don't like to read on your own outside of school. Why not?

Student: Oh, that's sissy girl stuff.

Teacher: (Try to change this student's attitude by using principle of modeling.)

e. Teacher: John, I noticed the last time you read aloud, I had to help you with several words. I am going to write down those words now. You see if you can read them now.

Student: (Reads all but one correctly.)

Teacher: Very good! Try this one again. That's right. You are getting much better in recognizing your words.

(Principles:

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IV
INSERVICE PREPARATION

In preparation for implementing adult-child conferences, a minimum of two inservice sessions of 2 to 3 hours are suggested. Personnel attending these meetings should include the principal, teachers, and aides who will be conducting the conferences, and the librarian or IMC Director. If your system has a reading consultant, he or she should also be included in this meeting. These inservice meetings could be held during inservice days designated by the system or during school inservice programs. If such meetings cannot be held during the school day, they could be held on a Saturday morning, or, as a least desirable possibility, after school.

As preparation for the first meeting, all personnel should be familiar with the information in this paper with emphasis on principles of motivation, the adaptation of these principles to the reading conference situation, and with some of the procedures used in adult-child conferences.

The first meeting might include the following:

1. A general discussion of the principles of motivation. This discussion could be led by the principal or a teacher with a special interest and experience in guidance and counseling or it could take the form of a panel discussion.

2. Discussion on the relationships and adaptation of the principles of motivation to the reading conferences and how these might be adapted to your particular school situation. Teacher participation in this discussion is desirable and could perhaps be a part of the general discussion suggested in Point 1.

3. Discussion and evaluation of preliminary planning for the conferences. The following topics might serve as guidelines for this planning session.

   a. Provision for collecting baseline data. The baseline data should be collected while other planning is proceeding.

   b. Preparation of a record sheet for titles and other information on books read by the students, both during the baseline and conference periods.

   c. Provision for an adequate supply of attractive books, hard bound and/or paperbacks, to be placed in each classroom. (The librarian or IMC Director and system reading consultant should be strongly involved in this.)

   d. Provision for some judgmental criteria for the level of books to be put into the classrooms so that there will be appropriate reading materials for children with a wide range of reading abilities. A suggested classification of above, at, and below grade level should be sufficient.

4. Scheduling and delegation of responsibility for the second inservice meeting that should focus on conference procedures and further planning of details necessary to carrying on the conferences.

The second inservice meeting should emphasize actual conference procedure. Some of the following suggestions might be incorporated into this meeting:

1. A "role-playing" situation simulating an actual conference between an adult and a child. Some concern might be given here to initial and sequential conferences. Also, the age and type of child to be involved in the conference should be considered. You will want to consult the sample conferences contained in this paper for suggested ideas and adapt these to the situation in your particular school.

2. Use of consultant personnel in the system who might be helpful in preparing adults for conducting conferences. Perhaps some audio or visual materials on motivational conferences might also be available. Some teacher who is

particularly interested in this project might want to try some conferences with students and bring the recording of these conferences to the group for criticism and evaluation on how the conference accomplished or failed to accomplish the motivational goals.

3. More planning of details in order to handle the conferences efficiently and systematically.

a. Provision for an easy checkout system that the students can handle on their own—for the books placed in the classroom.

b. Preparation of adult (teacher or aide) comment cards which will function as a record of conferences and source of student progress and problems.

c. Arrange with the librarian or IMC Director and her staff to prepare displays of books and other materials in the library or IMC to implement the outside reading conferences.

d. Provision for selecting the students who will receive conferences based on the student performance during the baseline period.

e. Provision for assigning students to adults for conferences.

f. Exploration of possible locations for conducting conferences—in a semi-private setting if possible.

g. Exploration of possible times for scheduling adult-child conferences in relation to the total school and room schedules.

h. Provision for scheduling a definite time for each child's conference.

i. Provision for a listing of the achievement level of students who have been selected to receive conferences. (Achievement levels are necessary since the approach and goals for high-achieving students in the conferences will differ from that employed for low-achieving students.)

j. Provision to insure that all adults who will conduct conferences are familiar with the principles of motivation underlying the conference and with good conference procedures.

k. Consideration of special materials or conditions that might be related to your particular school situation.

In the body and appendices of this paper we have attempted to cite suggestions, forms, lists, and procedures that might be helpful to you in implementing the procedures and planning for the conferences.

APPENDIX

Lists of Books provided for each homeroom in the Franklin School project. Also included are the Newberry Medal Winners.

NEW BOOKS IN _____ HOMEROOM

GRADE 2

1. Make Way for Ducklings (includes a record)
2. Light and Heavy
3. Big Book of Real Fire Engines
4. Chitty-Chitty, Bang! Bang!
5. Is This You?
6. The Mightly Hunter
7. Crictor
8. Bread and Jam for Frances
9. The Tin Fiddle
10. Fortunately
11. Just Me
12. Flip
13. I Know an Old Lady
14. Madeline
15. Zany Zoo
16. The Adventure of the Three Blind Mice
17. Did You Ever See?
18. Do You Want to See Something?
19. Clifford Gets a Job
20. Clifford Takes a Trip
21. Zero to Zillions
22. Eagle Feather
23. Dinosaurs and More Dinosaurs
24. My Box and String (2 copies)
25. Rabbit and Skunk and the Scary Rock
26. The Story About Ping
27. Rabbit and Skunk and the Big Fight (2 copies)
28. Little Pear
29. Henry and the Clubhouse
30. Leave it to Beany
31. Put Me in the Zoo
32. The Bear's Picnic
33. The Doggies - is Dog
34. The Big Honey Hunt
35. Go Dog Go
36. Don and Donna Go to Bat
37. Who Will Be My Friends?
38. The Little Black Pony Races
39. Sam and the Firefly
40. I Wish I had Duck Feet
41. Digging-est Dog
42. Are You My Mother?
43. The Secret Place
44. Peter Pan
45. Where Have You Been?
46. What Do You Say, Dear?
47. What Does It Look Like?
48. What Will We See?
49. A Dragon in a Wagon
50. We Like Kindergarten
51. The Big Green Thing
52. The Surprise Doll
53. I See the Sky
54. The King Who Learned to Smile
55. Bill and the Fish
56. The Pond
57. Paul Bunyan
58. Pear-Shaped Hill
59. The Three Bears
60. Whoa, Joey!
61. Winnie-the-Pooh
62. Where is the Bear?
63. My Father Can Fix Anything
64. A Farm of My Own
65. My Little Golden Book of Manners
66. The Three Billy Goats Gruff
67. The Little Car That Wanted a Garage
68. Little Boy Blue's Horn
69. Willie and the Whale
70. The Color Kittens
71. The Little Train That Saved the Day
72. Johnny Go Round (2 copies)

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NEW BOOKS IN _____ HOMEROOM

GRADE 2

1. Large and Small
2. The Bike Lesson
3. Wonderful World of Peanuts
4. Peter Cottontail
5. Add Pets
6. The Mighty Hunter
7. Charlie the Tramp
8. Crictor
9. Bread and Jam for Frances
10. The Tin Fiddle
11. Fortunately
12. Just Me
13. Flip
14. I Know an Old Lady
15. Zany Zoo
16. The Adventure of the Three Blind Mice
17. Nobody Listens to Andrew
18. Did You Ever See?
19. Do You Want to See Something?
20. Clifford Gets a Job
21. Clifford Takes a Trip
22. The Carrot Seed
23. Dinosaurs and More Dinosaurs
24. My Box and String
25. Rabbit and Skunk and the Scary Rock
26. The Story About Ping
27. Rabbit and Skunk and the Big Fight (2 copies)
28. Grimm's Fairy Tales
29. My Box and String
30. B is for Betsy
31. Summer Daze
32. Put Me in the Zoo
33. The Bear's Picnic
34. The Doggies - is Dog
35. The Big Honey Hunt
36. Go Dog Go
37. Don and Donna Go to Bat
38. Who Will Be My Friends?
39. The Little Black Pony Races
40. Stop that Ball
41. Digging-est Dog
42. Sam and the Firefly
43. The Secret Place
44. Is This You?
45. Treasury of Christmas Stories
46. Dolphins
47. Billy Brown: The Baby Sitter
48. The Color Kittens
49. Thumper
50. Raggedy Ann
51. The Golden Egg Book
52. The Day Joe Went to the Supermarket
53. Solemon Shag
54. I Made a Line
55. Up and Down
56. Pear-Shaped Hill
57. Johnny Go Round
58. The Three Bears (2 copies)
59. Paul Bunyan
60. My Father Can Fix Anything
61. Whoa, Joey!
62. Winnie-the-Pooh
63. A Farm of My Own
64. Where is the Bear?
65. The Fox Who Traveled
66. The Surprise Doll
67. The Lion and the Deer
68. The House that Jack Built
69. Good Morning
70. What Happened to George?

NEW BOOKS IN _____ HOMEROOM

GRADE 2

1. Hot and Cold
2. Songs and Silence
3. Pick a Riddle
4. Bambi
5. Chitty-Chitty, Bang! Bang!
6. Treasury of Christmas Stories
7. Charlie the Tramp
8. Crictor
9. Bread and Jam for Frances
10. The Tin Fiddle
11. Fortunately
12. Just Me
13. Madeline
14. Zany Zoo
15. The Adventure of the Three Blind Mice
16. Nobody Listens to Andrew
17. Did You Ever See?
18. Do You Want to See Something
19. Clifford Gets a Job
20. Clifford Takes a Trip
21. Zero to Zillions
22. Eagle Feather
23. The Carrot Seed
24. Kenny's Monkey
25. The Story About Ping
26. Where Have You Been?
27. Rabbit and Skunk and the Big Fight
28. My Box and String
29. Touchdown for Tommy
30. B is for Betsy
31. A Chimp in the Family
32. Put Me in the Zoo
33. The Bear's Picnic
34. The Doggies - is Dog
35. The Big Honey Hunt
36. Go Dog Go
37. Don and Donna Go to Bat
38. Who Will Be My Friends?
39. The Little Black Pony Races
40. Are You My Mother?
41. A Fly Went By
42. Digg[illegible]t Dog
43. I Wi[illegible]at I Had Duck Feet
44. The Secret Place
45. Heidi
46. Is This You?
47. The Whales Go By
48. School Daze
49. Things in My House
50. The Happy Twins
51. Diz and Liz
52. Will You Come to My Party?
53. Mr. Pine's Mixed-Up Signs
54. The Rabbit and the Turtle
55. Pear-Shaped Hill
56. Johnny Go Round
57. Whoa, Joey! (2 copies)
58. Paul Bunyan
59. My Father Can Fix Anything
60. The Three Bears
61. Winnie-the-Pooh
62. A Farm of My Own
63. Where is the Bear?
64. The Happy Little Whale
65. Peter Goes to School
66. The Day Joe Went to the Supermarket
67. The Show Me Book
68. The Color Kittens
69. The Lion and the Deer
70. The House That Jack Built
71. My Special Day

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NEW BOOKS IN _____ HOMEROOM

GRADE 4

1. Meet Thomas Jefferson
2. Meet Andrew Jackson
3. Meet Christopher Columbus
4. Show and Tell
5. Meet Benjamin Franklin
6. Elephi the Cat with the High IQ
7. John F. Kennedy (2 copies)
8. Hey, Peanuts!
9. Let's Face It, Charlie Brown!
10. The Racoon and the Outside World
11. Amelia Bedalia
12. What is a Frog?
13. Caps for Sale
14. The Real Magnet Book
15. Pick a Riddle
16. The Dog on Barkham Street
17. Tootsies
18. Denny Gordon
19. Young Olympic Champ
20. This is Your Life, Charlie Brown
21. Fun with Peanuts
22. Jest in Pun
23. Robert Francis Weatherbee
24. The Peculiar Miss Pickett
25. Science Puzzlers
26. Katie Kittenheart
27. Encyclopedia Brown
28. Pippi Goes on Board
29. Pippi in the South Seas
30. Pippi Longstocking
31. Encyclopedia Brown Strikes Again
32. Encyclopedia Brown Finds the Clues
33. Lucky and the Giants
34. Is This You?
35. How to Write Codes and Send Secret Messages
36. The Book of Horses
37. Barrel of Laughs
38. Arrow Book of the United Nations
39. Yours Till Niagara Falls
40. Arrow Book of Science Riddles
41. Spooky Magic
42. School Daze
43. Rabbit and Skunk and the Big Fight
44. Henry and the Clubhouse
45. Frederick Douglas
46. Grimm's Fairy Tales
47. News Time-Fun Time
48. Triple Trouble for Rupert
49. Casy, the Utterly Impossible Horse
50. Ghosts Who Went to School
51. A Chimp in the Family
52. Helen Keller
53. Honestly, Katie John
54. The Shaggy Dog
55. Summer Daze
56. Powder Keg
57. Stuart Little
58. The Empty Schoolhouse
59. Harlen Summer
60. Charlotte's Web
61. Lassie, Come Home
62. Touchdown for Tommy
63. Tom Sawyer, Detective
64. Blue Herring Mystery
65. Dinosaurs & More Dinosaurs
66. Here, Buster
67. Dr. Doolittle's Zoo
68. Dennis the Menance & Poor Ol' Mr. Wilson
69. Chitty - Chitty, Bang! Bang!

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NEW BOOKS IN _____ HOMEROOM

GRADE 4

1. Meet John F. Kennedy
2. Meet Christopher Columbus
3. Meet Thomas Jefferson
4. Show and Tell
5. Travels of Dr. Doolittle
6. Mystery Player at Left End
7. George Washington
8. All This and Snoopy, Too
9. Very Funny, Charlie Brown
10. What Next, Charlie Brown?
11. Amelia Bedalia
12. The Racoon and the Outside World
13. What is a Frog?
14. Caps for Sale
15. Mystery of the Green Cat
16. Pick a Riddle
17. Blue Willow
18. The Water-Buffalo Children & Drags Fish
19. Tootsies
20. Love Laurie
21. Here's Beaver
22. Here Comes Snoopy
23. We Shook the Family Tree
24. Jest in Pun
25. Big Red
26. The Peculiar Miss Pickett
27. Katie John
28. Katie Kittenheart
29. Encyclopedia Brown
30. Pippi Goes on Board
31. Pippi in the South Seas
32. Pippi Longstocking
33. Encyclopedia Brown Strikes Again
34. Encyclopedia Brown Finds the Clues
35. Lucky and the Giants
36. Eleanor Roosevelt
37. Is This You?
38. Ghost Town Treasure
39. Kenny's Monkey
40. George Washington Carver
41. Arrow Book of the United Nations
42. Yours Till Niagara Falls
43. Arrow Book of Science Riddles
44. Spooky Magic
45. Rabbit and Skunk and the Big Fight
46. Henry and the Clubhouse
47. Frederick Douglas
48. Landslide
49. News Time-Fun Time
50. Triple Trouble for Rupert
51. Casy, the Utterly Impossible Horse
52. The Secret of Stone House Farm
53. Little Pear
54. The Arrow Book of Jokes
55. What Do You Say, Dear?
56. Helen Keller
57. Summer Daze
58. Sensible Kate
59. Rabbit Hill
60. The Empty Schoolhouse
61. Charlotte's Web
62. Arrow Book of Spooky Stories
63. Snow Treasure
64. Dr. Doolittle's Circus
65. Here, Buster
66. Dennis the Menace - Here Comes Trouble

NEW BOOKS IN _____ HOMEROOM

GRADE 4

1. Meet John F. Kennedy
2. Meet George Washington
3. Meet Andrew Jackson
4. Show and Tell
5. Meet Benjamin Franklin
6. For the Love of Peanuts
7. You are Much, Charlie Brown!
8. We're on Your Side, Charlie Brown
9. Wings Over Alaska
10. Amelia Bedalia
11. The Racoon and the Outside World
12. What is a Frog?
13. Caps for Sale
14. The Real Magnet Book
15. Pick a Riddle
16. Blue Willow
17. I Go By Sea & I Go By Land
18. Tootsies
19. Mystery of the Haunted Pool
20. Here's Beaver
21. A Cap for Mary Ellis
22. The Big Book of Horses
23. Good Ol' Snoopy
24. Bart Starr
25. Robert Francis Weatherbee: The Boy Who Would Not Go To School
26. The Children Who Stayed Alone
27. Add Pets
28. Katie Kittenheart
29. Pippi Goes on Board
30. Pippi in the South Seas
31. Pippi Longstocking
32. Harriet the Spy
33. Encyclopedia Brown Strikes Again
34. Encyclopedia Brown Finds the Clues
35. Lucky and the Giants
36. Eleanor Roosevelt
37. Ghost Town Treasure
38. The Book of Horses
39. Barrel of Laughs
40. Mystery at Shadow Pond
41. 101 Elephant Jokes
42. Dr. George Washington Carver
43. Where Have You Been?
44. Spooky Magic
45. School Daze
46. Rabbit and Skunk and the Big Fight
47. Ghosts Who Went to School
48. News Time-Fun Time
49. Twenty-seven Cats Next Door
50. What Does it Look Like?
51. Casy, the Utterly Impossible Horse
52. B is for Betsy
53. Terrible Horrible Edie
54. The Arrow Book of Jokes
55. What Do You Say, Dear?
56. Tom Sawyer, Detective
57. Honestly, Katie John
58. Powder Keg
59. Stuart Little
60. Henry and the Clubhouse
61. Harlen Summer
62. Laugh Your Head Off
63. Dennis the Menace A.M.
64. Here, Buster
65. Bambi
66. Dr. Doolittle's Post Office

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NEW BOOKS IN _____ HOMEROOM

GRADE 6

1. Great Rulers of the African Past
2. The Whales Go By
3. The Wit and Humor of Richard Nixon
4. The Wonderful Wizard of Oz
5. Biography of a Grizzly
6. Just-So Stories
7. Riding the Pony Express
8. Homer Price
9. The Secret Place
10. Quarterback's Aim
11. Mystery Player at Left End
12. Elephi the Cat with High IQ
13. Prairie School
14. The Wolves of Willoughby Chase
15. All-of-a-Kind Family
16. Call Me Charley
17. Hey, I'm Alive
18. Jim Thorpe, Story of America's Great Athletes
19. John F. Kennedy
20. Who Do You Think You Are, Charlie Brown?
21. Good Grief, Charlie Brown!
22. Secret Mission to Alaska
23. A Flag for the Lost
24. Willy Wong America
25. Wings Over Alaska
26. Mad Scientist Club
27. Florence Nightingale
28. Mr. Blue
29. Three Dollar Mule
30. Accent on April
31. The Mystery of 22 East
32. Black Treasure
33. Meet the Malones
34. Dennis the Menace Packet
35. The Boy Next Door
36. Peter Pan
37. Lassie, Come Home
38. Heidi
39. Bart Starr
40. Katie John
41. Eleanor Roosevelt
42. Riders of the Pony Express
43. The Sword in the Tree
44. More Homer Price
45. How to Star in Basketball
46. George Washington Carver
47. Sue Barton, Visiting Nurse
48. Dr. George Washington Carver
49. Gentle Ben
50. Run, Westy, Run
51. Hurricane
52. Lions in the Way
53. Melendy's Medal
54. The Empty School House
55. Stuart Little
56. The Shaggy Dog
57. Honestly, Katie Tobin
58. How to Star in Football
59. Helen Keller
60. Runaway Stove
61. Sensible Kate
62. The Moffats
63. Triple Trouble for Rupert
64. Landslide
65. Dinosaurs and More Dinosaurs
66. The Voyage of Dr. Doolittle
67. Charley Starts from Scratch
68. Cotton in My Sack
69. Here, Buster
70. Chitty - Chitty, Bang! Bang!
71. Depend on Katie

NEW BOOKS IN _____ HOMEROOM

GRADE 6

1. Great Rulers of the African Past
2. The Adventures of Lewis and Clark
3. Instant Talent
4. The Marvelous Land of Oz
5. Just-So Stories
6. Riding the Pony Express
7. Homer Price
8. The Secret Place
9. Quarterback's Aim
10. Mystery Player at Left End
11. Elephi the Cat With the High IQ
12. Prairie School
13. The Wolves of Willoughby Chase
14. All of a Kind Family
15. Call Me Charley
16. Hey, I'm Alive
17. Jim Thorpe, Story of America's Great Athletes
18. John F. Kennedy
19. You're My Hero, Charlie Brown
20. Here Comes Charlie Brown
21. Willy Wong America
22. Wings Over Alaska
23. A Flag for the Fort
24. Secret Mission to Alaska
25. Mad Scientist Club
26. The Trolley Car Family
27. Charlotte's Web
28. Mr. Blue
29. Arrow Book of Presidents
30. Three Dollar Mule
31. Benny Malone
32. The Jungle Book
33. Young Olympic Champ
34. A Date for Diane
35. Mary Ellis, Student Nurse
36. The Story of Dr. Doolittle
37. We Shook the Family Tree
38. Encyclopedia Brown
39. Laugh Your Head Off
40. Science Puzzlers
41. Harriet the Spy
42. Arrow Book of Spooky Stories
43. The Wizard of Oz
44. Sailing the Seven Seas
45. More Homer Price
46. The Sword in the Tree
47. George Washington Carver
48. The Great Auto Race
49. Meet the Malones
50. Wedding in the Family
51. Dr. George Washington Carver
52. Gentle Ben
53. Run, Westy, Run
54. Heidi
55. Sue Barton, Student Nurse
56. Melendy's Medal
57. Lions in the Way
58. Rabbit Hill
59. The Shaggy Dog
60. Arrow Book of Jokes
61. Honestly, Katie John
62. Helen Keller
63. How to Star in Baseball
64. Paul Bunyan
65. Runaway Slave
66. The Secret of Stone House Farm
67. Snow Treasure
68. Dennis the Menace - Who, Me?
69. Riders of the Pony Express
70. Leave It to Beany

NEWBERRY MEDAL WINNERS

Year	Author	Winning Book
1922	Hendrik Van Loon	The Story of Mankind
1923	Hugh Lofting	The Voyages of Dr. Dolittle
1924	Charles Hawes	The Dark Frigate
1925	Charles Finger	Tales from Silver Lands
1926	Arthur Chrisman	Shen of the Sea
1927	Will James	Smoky
1928	Dhan Mukerji	Gay-Neck
1929	Eric P. Kelly	The Trumpeter of Krakow
1930	Rachel Field	Hitty, Her First 100 Years
1931	Elizabeth Coatsworth	The Cat Who Went to Heaven
1932	Laura Armer	Waterless Mountain
1933	Elizabeth Lewis	Young Fu of of the Upper Yangtze
1934	Cornelia Meigs	Invincible Louisa
1935	Monica Shannon	Dobry
1936	Carol Ryrie Brink	Caddie Woodlawn
1937	Ruth Sawyer	Roller Skates
1938	Kate Seredy	The White Stag
1939	Elizabeth Enright	Thimble Summer
1940	James Daugherty	Daniel Boone
1941	Armstrong Sperry	Call It Courage
1942	Walter D. Edmonds	Matchlock Gun
1943	Elizabeth Janet Gray	Adam of the Road
1944	Esther Forbes	Johnny Tremain
1945	Robert Lawson	Rabbit Hill
1946	Lois Lenski	Strawberry Girl
1947	Carolyn S. Bailey	Miss Hickory
1948	William Pene du Bois	The Twenty-One Balloons
1949	Marguerite Henry	King of the Wind
1950	Marguerite De Angeli	The Door in the Wall
1951	Elizabeth Yates	Amos Fortune, Free Man
1952	Eleanor Estes	Ginger Pye
1953	Ann Nolan Clark	Secret of the Andes
1954	Joseph Krumgold	. . . And Now Miguel
1955	Meindert DeJong	The Wheel on the School
1956	Jean Lee Latham	Carry On, Mr. Bowditch
1957	Virginia Sorensen	Miracles on Maple Hill
1958	Harold V. Keith	Rifles for Watie
1959	Elizabeth G. Speare	The Witch of Blackbird Pond
1960	Joseph Krumgold	Onion John
1961	Scott O'Dell	Island of the Blue Dolphins
1962	Elizabeth G. Speare	The Bronze Bow
1963	Madeleine L'Engle	A Wrinkle in Time
1964	Emily C. Neville	It's Like This, Cat
1965	Maia Wojciechowska	Shadow of a Bull (H.S.)

STUDENT RECORD SHEET

Name _____

Grade _____

Title of Book	Date	
1.		
2.		
3.		
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7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

(Use other side of sheet if necessary)

Name _____

Grade _____

Title of Book	Date	
1.		
2.		
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GPO 815-009-3

CONFERENCE RECORD CARD
(with sample comments)

CONFERENCE RECORD CARD - READING MOTIVATION

Name: Lynn Smith Grade: 4 Home Room: 102

Week	Comments	Week	Comments
February 17 - 21	Good reader. She says she doesn't read very much. Seemed like she liked the idea of conferences. Took the book "Chitty - Chitty, Bang! Bang!"	March 17 - 21	Thought I'd try having her read "Dr. Doolittle" aloud to find out if it was really too hard for her. It didn't seem too hard, so I encouraged her to try again, and she said she would.
February 24 - 28	Seems to choose books below her reading level. (Note this in future.) Chose "Encyclopedia Brown" and "Henry and the Clubhouse."	March 24 - 28	Had finished "Dr. D." and she enjoyed it very much. She reminded me again that she wanted to read all the books on the shelf... told her to remember there are also good books in the library.
March 3 - 7	Told about "Henry and the Clubhouse." Seemed enthusiastic about this book. Asked her to read aloud from "Peculiar Miss Pickett" to be sure it wasn't too easy for her.	March 31 April 3	Had started "The Empty Schoolhouse" and didn't like it, so put it back and chose instead "Pippy Goes on Board."
March 10 - 14	Enthusiasm for reading continues high. She chose "Pippi Longstocking" for her next book. Said she tried to read "Dr. Doolittle," but it was too hard.	April 14 - 18	Related Pippy's adventures at length. Told her it was the last conference ...and she asked if we were going to have them next year...saying she hoped so.

GPO 815-009-2